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ABSTRACT

The Senior Aide Volunteer Educator (SAVE) project in Tigard School District 23J, Tigard, Oregon, was initiated in 1971 under ESEA Title III funding to provide additional instruction to selected students from the first six grades in the areas of reading, mathematics, and elementary science. Examples from this project are often cited, but this adopter's guide attempts to describe the requirements of a senior aide program in generic terms, replicable in any community. In Sections I through III, "Deciding Whether to Adopt the Model," "Determining Program Feasibility," and "Planning Program Operation," the guide suggests the steps necessary to make a decision to adopt the program and to plan it on paper. The section entitled, "Founding the Program," suggests procedures to follow in seeking district and community support and sponsorship. In the section "Implementing the Program," the guide suggests procedures for initiating and conducting routine operations at both the administrative and instructional levels. This is followed by a section suggesting an evaluation framework. The appendix contains a bibliography of materials related to program operation, program material inventories, the tables of contents, and sample pages from the SAVE project's instructional workbooks, and a number of program evaluation forms that may serve as useful resources for adopters. This guide is one in a series of adopter's guides of "Promising Practices in Oregon," instructional or management programs that the relevant school personnel think innovative, effective, and transportable. (MB)

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OREGON STATE
DEPARTMENT OF EDUCATION
VERNE A. DUNCAN,
SUPERINTENDENT
OF PUBLIC INSTRUCTION

MANUAL FOR DEVELOPING A SENIOR CITIZEN TEACHER AIDE PROGRAM

TIGARD SCHOOL
DISTRICT 23J
DELBERT FENNELL,
SUPERINTENDENT

AN ADOPTER'S GUIDE REFERENCED IN PROMISING PRACTICES IN OREGON EDUCATION

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
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SP010 671

MANUAL FOR DEVELOPING A SENIOR CITIZEN TEACHER AIDE PROGRAM

This guide for using senior citizens as tutors and aides in elementary school classrooms is based on the experience of Tigard, Oregon schools in a pilot project between 1971 and 1974. The project, Senior Aide Volunteer Educators (SAVE), was funded during that period under Title III of the Elementary and Secondary Education Act.

Tigard School District 23J Superintendent
Delbert Fennell

SAVE Project Director
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Verne A. Duncan, Superintendent of Public Instruction

PREFACE

Although schools and communities share many of the same kinds of educational problems and needs, they too often fail to share information about how these needs and problems are being addressed. If a successful approach to a set of needs or the solution to a problem in one community is thoroughly documented, it may serve as a model for adoption or adaptation elsewhere. Thus, communication about promising practices is at least as important as their development.

To promote such communication, the Oregon State Department of Education is involving school personnel throughout the state in the identification of instructional or management techniques they believe to be innovative, effective, and transportable. Brief descriptions of these techniques, or programs, are compiled in a catalog of *Promising Practices in Oregon Education*. Districts whose innovative practices are described in the catalog have agreed to share more detailed information about their procedures with those who request it, and in many cases the department will encourage and even underwrite the development of published guides designed to give practical step-by-step directions to potential adopters.

The SAVE program was chosen for inclusion in *Promising Practices in Oregon Education* and is the seventh program to publish an adopter's guide. Others are currently under production.

Your comments and suggestions will help us to improve future editions of this guide and others to be produced.

Verne A. Duncan
Superintendent,
Public Instruction

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INTRODUCTION

Many school personnel recognize the value of individualizing the learning process for students as a means of helping them improve their competencies in basic educational areas. This especially applies to those students with unique learning problems, and to those gifted students who master subject matter ahead of the rest of their classmates but cannot proceed to other topics independently.

A senior aide program represents an important step toward individualizing the learning process for these students. Not only does it improve the ratio of adults to students in the classroom, but it does so at minimum cost to the local school district and with maximum use of the volunteers' resources. It can be fitted smoothly into the existing classroom routine and aimed at improving the competencies of students in specific subject areas.

Additionally, a program of this nature fulfills the important societal priority of involving senior citizens in a vital community activity--the education of the young. This instructional role is one which senior citizens historically have filled in most cultures. But the teaching contribution of senior citizens is glaringly absent from today's Western educational system where most instructional roles are filled by young adults. By entering the classroom with the benefit of more than half a century of life experience, senior citizens are contributing significantly toward the educational and personal development of elementary school children.

It is the intent of this manual to show how a volunteer senior citizen aide program can be implemented in a community.

To the greatest extent possible, this guide attempts to describe the requirements of a senior aide program in generic terms. However, it often cites examples from the project on which it is based, the Senior Aide Volunteer Educator (SAVE) project at Tigard School District 23J, Tigard, Oregon.

Initiated in 1971 under ESEA Title III funding, the SAVE project has used senior citizen aides to provide additional instruction, individually or in small-group sessions, to selected students from the first six grades in the areas of reading, mathematics and elementary science. A mini-course component also has been developed to stimulate student interest in a wide range of vocational and avocational subjects. The project has been coordinated by the Tigard district school board through the office of a district coordinator. Initially, four public and parochial schools and 28 senior citizens were involved; but by the beginning of the 1974-75 school year the project encompassed the seven elementary schools within the Tigard district and included 60 senior citizen aides.

In the Sections I through III, "Deciding Whether to Adopt the Model," "Determining Program Feasibility," and "Planning Program Operation," the guide suggests the steps necessary to make a decision to adopt the program and to plan it on paper. The section entitled "Founding the Program" suggests procedures to follow in seeking district and community support and sponsorship. In the section "Implementing the Program," the guide suggests procedures for initiating and conducting routine operations at both the administrative and instructional levels. This is followed by a section suggesting an evaluation framework. The appendix contains a bibliography of materials related to program operation, program material inventories, the tables of contents and sample pages from the SAVE project's instructional workbooks, and a number of program evaluation forms which may serve as useful resources for adopters.

I.
DECIDING WHETHER TO ADOPT THE MODEL

In deciding whether or not to adopt the program model described in this manual, potential adopters first must determine how helpful the model promises to be in meeting their district's existing educational goals. Guidelines for making this determination are included in this section.

A second determination, the feasibility of setting up such a model within an adopter's school system, must also be made. Guidelines for making this decision will be discussed in the section "Determining Program Feasibility," on page 7.

In making the first determination, a potential adopter should consider how well the program model will meet student needs, and to what extent the model is likely to further existing school district goals. In order to be considered worth undertaking, a model must conform to stated or implied educational goals of a district, and must show promise of achieving learning outcomes which are not being satisfactorily produced by other means.

IDENTIFYING THE NEED FOR A SENIOR AIDE PROGRAM

The broad need for a senior aide program in public elementary schools is defined both by elementary students' needs for quality individualized learning experiences and by the larger societal need to develop new and positive attitudes toward the role of the aged in our society.

The Tigard pilot project personnel articulated the following basic educational need for students:

> Students need individual instruction from mature adults to help them acquire early mastery of fundamental skills in reading, mathematics and science. As new educational priorities are established in the public schools, new patterns of staff organization will be required. Modern programs in reading, mathematics and science require much greater emphasis upon individualized instruction for competent mastery.

To implement a course of instruction defined by this educational need, school districts will need to find ways to supply individualized instruction to students without placing an unbearable strain on district budgets.

The Tigard district's pilot project proved to be an efficient means of giving elementary students the advantage of individualized instruction at minimum cost to the district. Recruiting senior citizen volunteer educators and bringing them into the classroom made use of the large senior citizen population living within the community, and it addressed the larger societal need to actively involve senior citizens in important community activities.

Project planners felt it would be especially beneficial for elementary students to be exposed to the influence of senior citizens in the schools. Such exposure to more experienced and different points of view, they reasoned, would present to children adult models different from the ones they so often see in today's society where emphasis is placed on young adulthood as the ideal state of being.

The values, traditions, and attention of grandparents historically have been an important factor in the affective development of young children. However, rapid social changes in recent years have created a new population pattern in most suburban areas which minimizes child contact with the elderly. Suburban populations are highly mobile, and therefore children commonly live far away from their grandparents. The instructional staff of most suburban schools is young; and new housing developments in suburban areas tend to attract young families. Anthropologist Margaret Mead has described this situation where the young are separated from and do not benefit from the teachings of the aged as "entirely new in history" and has suggested that this narrowing of adult models is detrimental to child development.

In identifying the need for a senior citizen aide program, adopters should also consider the general level of personal development demonstrated by students. Because of cognitive teaching demands in crowded classrooms, teachers simply may not have sufficient time to devote to students on an individual basis. If the adopter sees evidence that student development is being retarded for lack of suitable adult models and constructive adult intervention, a senior aide program merits serious consideration.

DETERMINING PROGRAM GOALS

Once the need for a senior aide program has been identified, adopters should establish a general rationale for the program and then write specific program goals in terms of student gains.

Based on the experiences of the Tigard pilot project, the following assumptions may serve as the overall rationale for a SAVE program. They are:

1. Students receiving more concentrated individualized instruction from adults will significantly improve their abilities to comprehend and communicate ideas, in both oral and written form, in three basic cognitive areas: reading, mathematics, and elementary science.

2. Students receiving more concentrated individual attention from mature adults will become more effective in human relations.

These assumptions may be translated into the following program goals:

1. Students will demonstrate early mastery of fundamental skills in reading, mathematics, and elementary science.

2. Students will come to better understand and respect other people.

TERMINAL OBJECTIVES

There are two kinds of objectives which adopters should write for a volunteer aide program: student learning gains written as terminal objectives in behavioral terms, and management or process objectives for helping students achieve those learning gains.

Process objectives will be discussed in Section III, "Planning Program Operation." The SAVE project stipulated that the following performance objectives would signify accomplishment of the learning gains sought in the project goals.

Upon completion of the program:

1. Students will demonstrate an increased competency in the basic skills in reading.
2. Students will demonstrate an increased competency in the fundamental number operations in mathematics.
3. Students will demonstrate an increased competency in the basic scientific skills presented in the classroom.
4. Students will demonstrate an increased level of respect for the aged.

The above learning objectives are intended to serve as a point of departure for adopting districts. Each district should determine its own acceptable performance objectives for participating students. In the Tigard model, increased competencies in the three basic instructional areas are measured by the percentage of need reduction demonstrated by project students.

**II.
DETERMINING
PROGRAM
FEASIBILITY**

ASSESSING ATTITUDES

No program can succeed without proper support and cooperation. Therefore, the first step an adopter should take to determine program feasibility is to assess the attitudes of potential participants toward the proposed program. It is imperative to find out whether these parties support the concept of a senior aide program, and whether they would actively support such a program if it were implemented.

Basically, there are two methods for obtaining this information: personal contact, and circulation of survey forms. Depending upon the audience, either of these or a combination of both might be employed. Both a personal interview and a survey form should be prefaced by a brief explanation of the educational goals and the basic functions of a senior aide program, and by a list of the learning objectives appearing on page 6 of this guide. Specific questions may vary somewhat with the person whose attitude is being assessed. For the most part, however, the questions will be the same.

Three primary assessment groups should be identified and polled:

1. Teachers and administrative personnel of the various schools. Senior aides will be working directly with this group of participants, and without their encouragement and support the program is not likely to reach its full potential. Program sponsors can assess the attitudes of these personnel by means of questionnaires distributed to potential target schools within a district, or by speaking at one of the school's regular inservice meetings, explaining the program model and goals, and soliciting active participants.

2. Senior citizens. It is critical to gauge the general reactions of senior citizens to the proposed program, because there can be no program without them. At this point, sponsors can begin to collect names of interested persons.

Potential senior aides can be contacted through a number of public relations avenues, including public speaking at churches, community clubs, and retirement communities. A 20-minute film produced by the Tigard pilot project, This Is The Day I Go To School (see bibliography Appendix A), is available to potential sponsors and can be used effectively to give senior citizens an overview of the program from the volunteer's perspective.

3. The district school board (or other supervisory body). Members of this body will make the final determination whether or not a senior aide program is to be implemented. It is important to familiarize school board members with an overview of the proposed program before they are actually asked to vote on it.

Once these groups have been identified and briefed, they should be asked the following kinds of questions in order to determine their interest in a senior aide program and their willingness to support it:

1. Do you agree that the learning objectives just cited are valid indicators of significant student improvement in the three basic areas of reading, mathematics and elementary science?

2. Do you feel that elementary students are now receiving adequate individualized instruction for mastery of the district's stated educational objectives?

3. Do you support the concept of senior citizen aides in the classroom as a valuable enrichment to current classroom activities?

4. Do you feel that a senior aide program of the kind just described would be a useful way for students to gain a more complete mastery of the subjects being taught in the schools?

5. Do you feel that a senior aide program would help students toward a better understanding of, and increased respect for, the elderly?

6. If such a program were designed, would you support its implementation and actively participate in it?

DETERMINING ORGANIZATIONAL ACCOUNTABILITY

Given the number of schools and people involved in a senior aide program, some agency or office must assume final responsibility for coordination of management decisions and activities.

If adopters follow the Tigard model presented in this manual and organize the program with a school or school district base, organizational accountability will rest with the sponsoring school or district. However, if the program is sponsored by a group of school districts or by a group of schools belonging to different districts, an organization must be identified to coordinate the overall program.

In Oregon, the logical body to assume overall responsibility for a multi-district senior aide program is the county intermediate education district. However, if such a program is adopted in a state without an intermediate district, then the program must have available to it some administrative entity with the capability to assume overall fiscal and programmatic responsibility. Potential sponsors may explore the possibility of a school or school district with a good administrative office assuming coordination of the kind of management activities assumed by an IED in Oregon. In any case, *some* organization or office must be accountable for overall program operation.

IDENTIFYING RESOURCES

Favorable attitudes and the availability of an organization to assume program management responsibility are key elements for beginning a senior aide program. However, a number of additional resources must be available before a program can be established. These include:

Finances. At least enough money should be available to employ a part-time program coordinator and a half-time secretary. (More administrative time may be necessary, depending upon the size and needs of the program.) Adopters should also anticipate additional salary expenditures for school coordinators for their participation in planning the program, for office supplies, and for program instructional materials. (See page 29, "Budgeting for Program Operation).") These funds should be supplied by each of the participating schools or school districts (or by an IED or similar organizational body, if one is involved).

Qualified personnel. Teachers skilled and experienced in teaching elementary students are necessary to assume responsibility for coordinating program activities at the classroom level. These classroom managers must possess a basic understanding of school curriculum and and underlying program goals, and they must be able to counsel, instruct and evaluate the senior aides assigned to their classrooms.

Resources to train personnel. Inservice training workshops should be scheduled for participating teachers and senior aides. Regular teacher inservice sessions may be used to train teachers for the senior aide program. However, special training sessions for senior aides are mandatory. Teachers, school district administrative personnel, members of the state's department of education, and members of state and federal agencies dealing with problems of senior citizens should be enlisted to participate in these training sessions.

Physical space. Existing classroom space will generally be sufficient for inservice training sessions and actual program use. The coordinating agency for the program should supply office space for the program coordinator and secretary.

Furniture and equipment. The only furniture and office machines necessary for program purposes will be those required by the coordinator and secretary. These items can usually be loaned by the participating schools or school districts. In addition, depending upon the availability of transportation within a district, one or more buses may be required to transport senior aides to and from their classroom assignments. These, too, can usually be made available by the participating schools or school districts.

Information resources. Information on the form and content of a senior aide program constitutes an important resource to adopters. This guide is intended to be foremost among such resources. Other resources include the Tigard district's SAVE program coordinator and his secretary, both available for consultation. Additionally, a list of materials which may be useful to program administrative personnel and participating classroom teachers is presented in the bibliography in Appendix A.

DEFINING MANAGEMENT STRUCTURE

As the following organization structure chart suggests, the program coordinator should be responsible for all administrative functions of the program. In the Tigard School District, the role of program coordinator was filled by a district teacher-administrator with special experience in counseling and testing.

The coordinator should hire a half-time secretary and recruit school coordinators and administrators for participation on the program advisory committee. In this model, the coordinator relies heavily on the committee for such functions as planning, developing instructional materials, and training senior aides. In addition, the committee provides a general steering function for program management and instructional activities.

The coordinator should be accountable to the district school board through the district's administrative structure.

PERSONNEL ROLES AND RESPONSIBILITIES

A senior aide program requires that individual participants and program management committees be responsible for certain tasks. The following responsibilities are suggested in this program model. Adopters will undoubtedly adjust some of them to meet their particular needs.

The Program Coordinator

The program coordinator should:

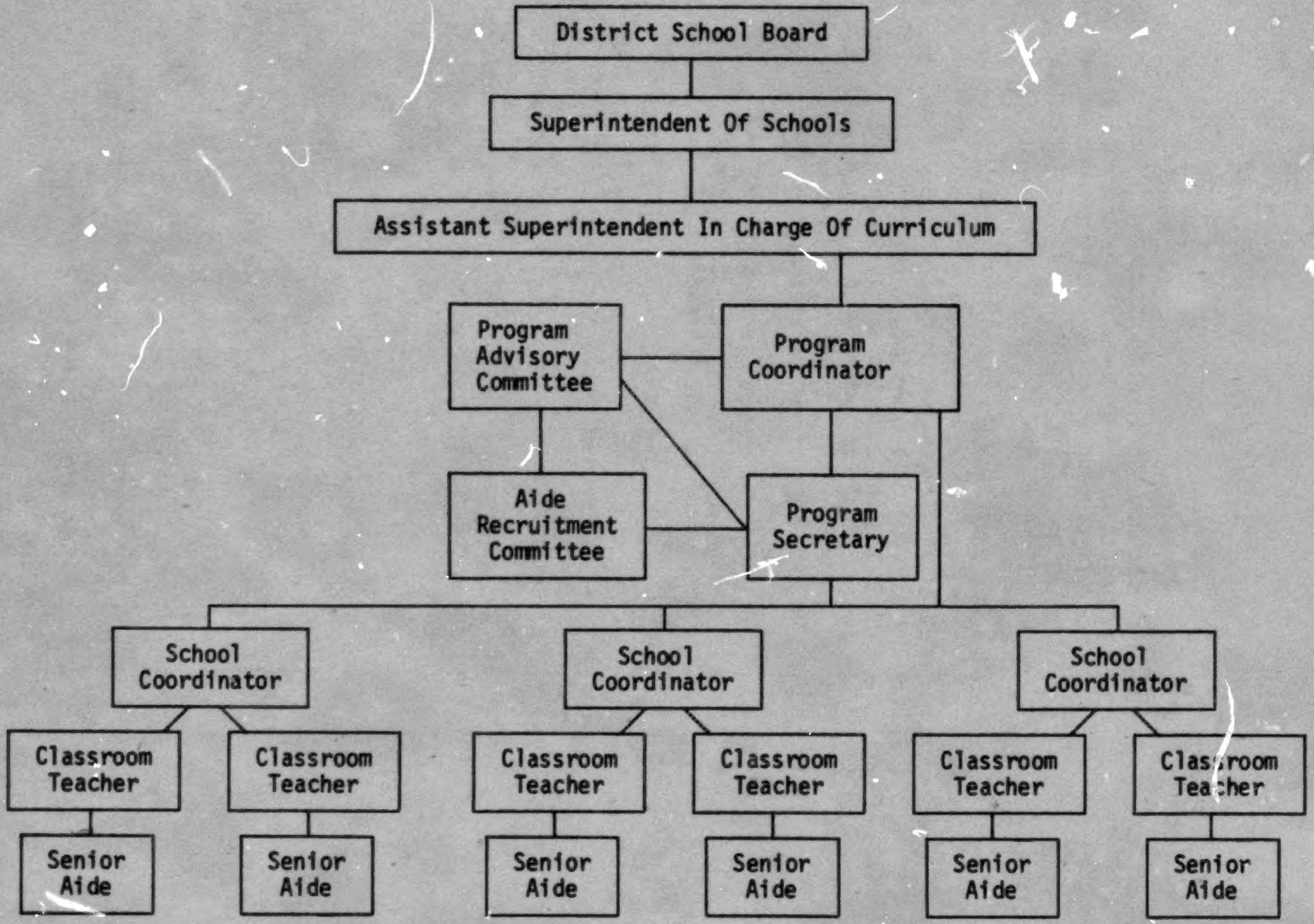
1. Screen and select a program secretary.

2. Screen and select the members of the program advisory committee.

3. Supervise curriculum development.

4. Determine equipment requirements and teaching

SENIOR AIDE PROGRAM
ORGANIZATIONAL STRUCTURE


District School Board
Superintendent Of Schools
Assistant Superintendent In Charge Of Curriculum
Program Advisory Committee
Program Coordinator
Aide Recruitment Committee
Program Secretary
School Coordinator
School Coordinator
School Coordinator
Classroom Teacher
Classroom Teacher
Classroom Teacher
Classroom Teacher
Classroom Teacher
Classroom Teacher
Senior Aide
Senior Aide
Senior Aide
Senior Aide
Senior Aide
Senior Aide

materials, and see that each participating teacher is supplied with them.

5. Secure special services as needed.

6. Act as liaison between program schools and the funding agent.

7. Prevent domination of the program by any one school or combination of schools through careful planning and diplomatic leadership.

8. Act as a fiscal agent authorized to receive and disburse funds for the program.

9. Supervise senior aide recruitment.

10. Recruit classroom teachers.

11. Provide for program public relations, including press coverage by means of press releases, radio and television spots.

12. Supervise the establishment and administration of program evaluation instruments.

13. Plan and supervise inservice training sessions for senior aides and participating teachers.

14. Assign senior aides to program schools.

15. Ensure proper insurance coverage for all program participants.

16. Arrange field trips and provide bus transportation.

17. Assist school coordinators with senior aide transportation problems.

18. Plan agendas for program advisory committee meetings.

19. Be available to discuss areas of concern with school district personnel, or with senior aides.

20. Furnish schools and the school board with overall evaluations of the program at the end of the school year.

21. Supervise program record keeping.

The Program Advisory Committee

Membership of the program advisory committee should include the program secretary and the school coordinator from each participating school. Some administrative personnel from each school should also be included.

Initially, this committee will need to meet daily (probably during the summer) to plan the program and discuss management procedures. The school coordinators should be placed on extended contracts and thereby receive additional payment for the extra time they invest in program activities.

The program advisory committee should:

1. Determine program goals and objectives.

2. Develop the program's instructional curriculum.

3. Establish a program materials repository.

4. Aid in the recruitment of volunteers.

5. Participate in the program's public relations efforts.

6. Orient senior citizens and classroom teachers to the program.

7. Evaluate and revise management activities.

8. Design and monitor a program record keeping system.

9. Plan and implement inservice workshops for program participants.

10. Meet at least once a month during the school

year to monitor and evaluate all components of the program.

11. Plan program activities for the following year.

The Aide Recruitment Committee

As its name suggests, this committee should have primary responsibility for the recruitment of senior citizen volunteers. Chaired by the program coordinator, the aide recruitment committee should consist of the program secretary, one or two school coordinators (as representatives of the program advisory committee), administrative personnel from program schools, senior aides, and interested community citizens.

While the program coordinator should retain direct responsibility for the recruitment of senior aides, this committee should be a useful means of involving community members in the recruiting process.

Duties of this committee include participating in the program's public relations efforts and interviewing prospective senior aides.

School Administrators

School principals and other school administrators should be encouraged to participate in program activities as much as possible. Initially, they should be active in program planning sessions; but once the program is under way, their function can be mainly supportive.

School administrators should:

1. Assist the program coordinator in recruiting school coordinators.

2. Assist in planning the program.

3. Attend program advisory committee meetings and aide recruitment committee meetings periodically.

4. Be available as needed to all program participants.

5. Arrange release time for school coordinators to attend advisory committee meetings.

The School Coordinator

The school coordinator in each participating school should be a teacher with sufficient time and interest to efficiently implement all local components of a senior aide program.

The school coordinator should:

1. Be responsible for administration of school components of the program.

2. Work with the program coordinator and the advisory committee in the implementation and operation of school components of the program.

3. Act as liaison between classroom teachers, senior aides, and the program coordinator.

4. Serve on the program advisory committee.

5. Assist in establishing policy for school-level program operation.

6. Act as liaison between the school principal and local program participants.

7. Assign senior aides to classroom teachers.

8. Assist senior aides in the scheduling of their transportation to and from the school building.

9. Be available for counseling with teachers and volunteers.

10. Hold monthly meetings with participating classroom teachers.

11. Be responsible for the distribution and collection of all program evaluation instruments.

12. Advise classroom teachers on selection of students, scoring of evaluation instruments, and all other matters pertaining to local program operation.

13. Coordinate mini-course activities within the school building.

14. Monitor program record keeping on the local level.

15. Arrange interschool meetings with other school coordinators.

16. Supervise distribution of program instructional materials within the school building.

17. Maintain the program's school-level instructional materials repository, provide teachers and senior aides with a list of available instructional materials, and distribute the materials as necessary.

Classroom Teachers

Responsibilities of classroom teachers in the program include:

1. Participating in the training of senior aides through demonstration teaching and counseling.

2. Selecting students for program participation on the basis of demonstrated need.

3. Assigning aides classroom work.

4. Using the program instructional model at least 50 per cent of the time the aide is in the classroom.

5. Distributing program instructional materials to senior aides.

6. Administering pre-tests and post tests to students.

7. Evaluating senior aide performance in the classroom.

8. Evaluating student gains as a result of program participation.

Senior Aides

Responsibilities of senior aides in this program model include:

1. Participating in inservice training sessions.

2. Selecting the subject areas and the age levels of students they wish to work with, and determining the amount of weekly time they can devote to the program.

3. Monitoring and evaluating student progress, and keeping a daily record of progress for each student.

4. Participating in the on-going evaluation of the program, and recommending program changes where appropriate.

5. Using instructional materials from the program's materials repository.

6. Giving students individual or small-group instruction according to the program instructional model.

7. Assisting in the recruiting and training of other senior aides.

MANAGEMENT OBJECTIVES

As mentioned earlier, the definition of specific process or management objectives will help everyone involved in the senior aide program to enable students to make the learning gains and attitudinal adjustments that constitute the terminal objectives of the program.

Management objectives and tasks to achieve them are outlined in the following pages. The months beside them indicate a time line for their accomplishment.

SENIOR AIDE PROGRAM
PROCESS OBJECTIVES AND TASKS
FOR A 12-MONTH PERIOD

MONTHS	OBJECTIVES	TASKS
May and June	1. Recruit program staff.	1.1 The school district selects a program coordinator.
		1.2 The coordinator hires a program secretary.
		1.3 The coordinator recruits those teachers from participating schools who can make extended time commitments to serve as school coordinators.
	2. Form a program advisory committee.	2.1 The program coordinator forms a program management committee consisting of school coordinators, school administrators, and the program secretary.
		2.2 The coordinator calls the first committee meeting and plans the agenda.
	3. Develop instructional curriculum.	3.1 The program advisory committee:
		3.1.1 Establishes program goals and objectives
		3.1.2 Develops; acquires and/or revises instructional objectives, materials and associated learning activities. The instructional materials repository will contain objectives for language arts, mathematics and elementary science.

MONTHS	OBJECTIVES	TASKS
		3.1.3 Develops and tests kits for mini-courses. The kits should minimally contain descriptions of the courses, lists of materials needed, and instructions for use of materials.
		3.1.4 Places instructional materials in a central program materials repository.
		3.2 The program coordinator:
		3.2.1 Purchases necessary instructional materials.
		3.2.2 Supervises the establishment of program diagnostic and evaluation instruments.
July and August	4. Recruit program participants.	4.1 The program coordinator:
		4.1.1 Secures special services as needed. These should include consultants in the areas of gerontology education, public services, and psychology.
		4.1.2 Makes community presentations of the program through public speaking and other communication avenues.
		4.1.3 Forms an aide recruitment committee and directs the committee's efforts to recruit senior citizens.

MONTHS	OBJECTIVES	TASKS
		4.1.4 Recruits participating classroom teachers.
		4.2 Program advisory committee members help recruit senior aides.
July, August and September	5. Orient senior aides and classroom teachers to the program.	5.1 The program advisory committee develops and implements an orientation course for volunteers. This component includes:
		5.1.1 An overview of the program's goals and organizational structure.
		5.1.2 Orientation to teaching methods, to subject matter, and to program instructional materials.
		5.1.3 Practical experience in assisting students.
		5.1.4 Orientation to school buildings.
		5.1.5 Orientation to program record keeping.
		5.1.6 Orientation to senior aide's functions and responsibilities.
		5.2 The program advisory committee develops and implements an orientation course for classroom teachers who will receive aides in their classroom. This component includes:

MONTHS	OBJECTIVES	TASKS
		5.2.1 An overview of the program's goals and organizational structure.
		5.2.2 Orientation to use of senior aides in the classroom.
		5.2.3 Orientation to use of program instructional materials.
		5.2.4 Orientation to program record keeping.
		5.2.5 Orientation to program evaluation instruments.
July through June	6. Monitor program components.	6.1 The program coordinator reviews and evaluates each component of the program at least once a month.
		6.2 The program coordinator plans and convenes a program advisory committee meeting at least once a month--and more often as necessary.
August through June	7. Assign volunteers to schools and assist in their adjustment to the program.	7.1 The program coordinator:
		7.1.1 Assigns senior aides to specific school sites, and makes assignment changes as necessary.
		7.1.2 Provides for the transportation of volunteers, if necessary.
		7.1.3 Provides for social events for aides.

MONTHS	OBJECTIVES	TASKS
		7.2 The school coordinator makes senior aide assignments within the school building.
		7.3 The school coordinator assists aides with transportation.
September	8. Select students for program participation.	8.1 The program coordinator provides classroom teachers with program diagnostic instruments and supervises their administration.
		8.2 Teachers administer diagnostic (pre-instructional) tests to students.
		8.3 Based on demonstrated student needs, classroom teachers select students for program participation.
September through June	9. Implement program instructional component.	9.1 Teachers and senior aides:
		9.1.1 Discuss student needs.
		9.1.2 Agree on the aide's functions in the classroom.
		9.1.3 Arrange a convenient schedule for program activities.
		9.2 Teachers introduce senior aides to students.
		9.3 Teachers introduce program instructional materials to students.

MONTHS	OBJECTIVES	TASKS
		9.4 Senior aides assist students to increase their competencies in program instructional areas.
		9.5 Some senior aides conduct mini-courses on vocational or avocational subjects for interested students.
		9.6 Senior aides keep ongoing records of student progress.
October through June	10. Recruit additional senior aides.	10.1 The program coordinator:
		10.1.1 Continues the program's public relations component.
		10.1.2 Encourages aide recruitment committee members to continue their recruitment activities.
		10.1.3 Encourages senior aides to join in the recruitment of additional senior aides.
January	11. Make mid-program management adjustments.	11.1 The program coordinator and advisory committee review the first months of program operation and make necessary changes to improve program operation during succeeding months.
April, May and June	12. Evaluate the overall program.	12.1 The program coordinator and advisory committee:
		12.1.1 Measure student learning gains.
		12.1.2 Measure student attitudes about their program experience.

MONTHS	OBJECTIVES	TASKS
		12.1.3 Survey teacher attitudes about the program.
		12.1.4 Survey senior aide attitudes about the program.
May and June	13. Plan next year's program.	13.1 The program coordinator utilizes evaluation data and discussions with continuing participants to shape the program for the coming year.
		13.2 The program coordinator presents the continuation plan to the program advisory committee for input and approval.

BUDGETING FOR PROGRAM OPERATION

Once program goals, objectives, and tasks have been planned, adopters should draft a budget based on that planning. A senior aide program budget will require the following areas of consideration:

Personnel. Salaries for the program coordinator, program secretary, and school coordinators constitute the main personnel costs. As noted earlier, the school district (or intermediate education district) should pay these costs. Since most program participants will already be employed by the school district, salary costs will mainly reflect payment for extended contract time to compensate participants for the extra time they must devote to a senior aide program.

Adopters will have to arrive at their own salary determinations. However, it may be helpful to know that in the initial 1971-72 fiscal period, the SAVE program coordinator was paid $2,400 beyond his regular salary for participation in the program; the secretary was also paid $2,400, and each of the school coordinators received $1,250 in addition to their regular pay for summer extended contracts.

Transportation. The ease or difficulty of solving transportation problems will vary with the availability of transportation within each district. Nevertheless, it should be the responsibility of each school coordinator to assist senior aides with transportation. Many aides will be able to use their own cars. Where feasible, school districts should consider reimbursing volunteers and should encourage the formation of car pools to further minimize this expenditure. To forecast yearly volunteer transportation costs, adopters should estimate the average weekly mileage for each aide in the program and multiply that by the reimbursement factor. In urban settings, where mass transit is satisfactory for volunteer travel, the program may issue script for commercial transportation.

Most of the senior aides participating in the pilot project supplied their own transportation. To assist those aides with transportation problems, the Tigard project extended the contract of the district's regular bus drivers and provided mini-bus service between a nearby retirement community and participating schools. This may be a feasible plan if many of the program's volunteers live in the same general area.

Staff travel and per diem. After initial recruitment of senior aides, the program should not anticipate much staff travel, except to schools and program advisory committee meetings. If staff members travel to these sites in their own cars, they should be reimbursed at a rate similar to or higher than the rate used for volunteers. The program budget should also allow for travel (and per diem) of program staff members attending training workshops or visiting other sites in search of program information.

Contract services. Staff inservice training, medical services, consulting services, second party evaluation, production of public relations brochures, purchasing, disbursing and auditing are the kinds of services which fall under this budget category. If adopters intend to hire such services, they should obtain cost estimates from suppliers in order to determine approximate expenditures.

Space, equipment and furniture. Since these can usually be supplied by participating schools and the district, they probably will not enter into budget deliberations. However, if a particular piece of equipment or furniture is not available, then it should be listed in the budget.

Instructional materials and supplies. The costs of materials and supplies for an adopting district may be confined to printing and duplication expenses. However, if an adopting district wishes to design its own instructional materials, release time or extended contract time for program advisory committee members should be included in budget calculations. If evaluations are to be performed, the costs of evaluation supplies should also be listed in the budget. Additionally, adopters may want to develop and supply each senior volunteer with a copy of a senior aide program handbook. The program coordinator's office should budget at least $500 for supplies and copy machine costs.

Postage and telephone. While the program will require expenditures for postage, these costs should not exceed $30 a month. Unless district employees require an additional phone for their program activities, this item usually may be deleted from projected budget costs.

Utilities. Utilities should be offered with the space donated by the school district or participating school.

Insurance. All senior aides in the program should be covered by state industrial accident insurance. This protects the volunteer as well as the school district Although senior aides are paid no salary, the State Accident Insurance Fund has set an assumed value of $2.50 for each hour of volunteer work at a participating school. SAIF requires a premium of 43 cents for each $100 earned, plus a rate factor of 14 cents a day (based on a three-hour day), so the cost of SAIF premiums can be projected through the number of authorized weekly hours a volunteer will spend in service.

SEEKING A BROAD BASE OF ACCEPTANCE AND SUPPORT

A senior aide program can neither be developed nor maintained without a broad base of community and political support. The first steps toward developing this necessary support can usually be accomplished concurrently with the assessment of attitudes procedure outlined in the first part of Section II. To develop support, adopters should find out which people and groups in the community have demonstrated an interest in fulfilling the kinds of educational and social needs a senior aide program is designed to meet. Program sponsors should seek them out, show them the program's basic plan, and ask for their advice and assistance. Adopters should contact schools within the district and acquaint them with the program, and with the needs the program fulfills. Then they should get letters of support from school board members, teachers, school administrators, civic and community clubs, church organizations, public service agencies dealing especially with problems of the aged, and other city, county, state and federal agencies.

To win broad support, adopters should plan a public relations campaign to acquaint senior citizens and the community at large with the senior aide program. Letters of support should be solicited from all interested persons.

SECURING COMMITMENTS FOR SUPPORT AND PARTICIPATION

Immediately following, or concurrent with, the collection of endorsements, program sponsors should obtain letters indicating the willingness of potential participants to take part in the program. Such letters of intent from school administrators, teachers, senior citizens, and potential consultants in the fields of education, public services, psychology, and gerontology should be appended to the written program plan along with the general letters of endorsement mentioned previously. Adopters will usually find that endorsements and written commitments are helpful additions to program proposals.

The completed program proposal, along with appended material, should then be submitted to the superintendent of each school district that wishes to participate. The sponsors and the superintendents can then decide either to operate independent senior aide programs (as was done in the Tigard model), or to form a multiple district cooperative coordinated by the county IED or a similar organizational body. If sponsors and superintendents decide to operate independent school programs, they probably will have to obtain funding from their own district budgets. If they decide to form a multiple district cooperative, they can secure funding for program operation in two ways. The first option is for each participating school district to pay a share of the costs of operating the program. These costs will largely consist of additional salaries for the program staff. The other option is to request the IED to fund the operating cost for the program from its own budget.

Since a senior aide program promises to meet the broad societal need of actively involving senior citizens in community affairs as well as the educational needs of elementary students, other potential sources of funding may be available to the adopting district. These include private community clubs and church organizations (which traditionally have been successful in fund raising for worthwhile projects through raffles, auctions, rummage sales and other similar means) and various government agencies which have the responsibility of dealing with problems of the aged.

No matter what procedure or combination of procedures is used to fund the program, it is imperative that at least basic funding commitment be obtained.

STAFFING

Once the program has been planned and funded, it should be staffed. The program coordinator should be selected first. If either a school district or an IED has detached a staff member to plan the program, that person should be given strong consideration to become the program coordinator. In any case, the person chosen for this key position should have qualifications which will enable performance of the responsibilities outlined in the section beginning on page 13. The coordinator should be hired by the school district superintendent or an equivalent coordinating agency official. However, a panel of school and district officials may be involved in the screening and interviewing process.

Immediately upon assuming responsibility for the program, the coordinator should select a secretary to assist with office duties and program record keeping. The coordinator may use a district employee with extra work time to assume program secretarial duties, or the coordinator may hire an outside person on a half-time basis. In the Tigard project, as the secretary gained program experience, she assumed many of the administrative responsibilities this program model delegates to the coordinator.

RECRUITMENT OF SCHOOL COORDINATORS

Following selection of a secretary, the program coordinator should recruit one school coordinator from each participating school to be on the program management staff. These local coordinators should be teachers who fulfill all the prerequisites listed for program classroom teachers (see page 36). Additionally, they should have the time, skills and interest to assist in overall program management and to coordinate all school-level program operations.

The principal of each target school may recommend candidates for this position. Or, the program coordinator may address teacher inservice meetings, explain program goals and needs, and individually interview each teacher who expresses interest in the program.

RECRUITMENT OF TEACHERS

Preliminary recruitment of teachers will usually be accomplished concurrently with the program's "assessment of attitudes" and "securing of commitments" functions described earlier in this guide. Thus, the program coordinator should first obtain a firm commitment from those teachers who have already indicated a willingness to participate. The coordinator should solicit the participation of other teachers through school inservice sessions.

In the pilot project experience, more teachers asked to work with volunteers than there were volunteers available. Therefore, the project coordinator was able to screen teacher participants on the basis of the following qualifications:

Teachers should have:

1. At least one year's experience teaching within the district
2. A good recommendation from the school principal
3. The ability to consistently improve teaching skills
4. A good self-concept
5. Sensitivity to children and their individual differences
6. Good rapport with other staff members
7. A willingness to accept added responsibilities
8. The ability to communicate well with others.

RECRUITMENT OF SENIOR AIDES

Senior citizen volunteers should be screened for program participation by one or more members of the aide recruitment committee. As was noted earlier, this committee should be directed by the program coordinator who ultimately has the responsibility for all program recruitment functions. Minimally, the screening process should include personal interviews by at least one committee member with all interested senior applicants. In addition, all applicants should be asked to fill out a personal information sheet. These forms should be kept on file at the program's central office. (See Appendix B for sample Senior Aide Information Sheet).

The Tigard pilot project staff felt that usually no further screening was necessary. Essentially, volunteers screened themselves. If they did not feel they could commit themselves fully, they resigned from the project after the first inservice workshop.

Senior citizen volunteers can be recruited in two principal ways: through personal contact with selected individuals on the recommendations of program personnel, school district employees or community residents; and through various public relations channels. Such channels include speaking before community clubs and church organizations, holding meetings at retirement communities, and soliciting volunteers through community bulletin boards, broadcast time, and newspaper articles about the program.

In addition to these public relations avenues, the Tigard district sponsored four socials during the year for all pilot project participants. Volunteers were encouraged to invite relatives and friends. This proved to be a valuable on-going recruitment method. Planned and organized by the project secretary, the socials were held at the beginning of the school year, at Christmas, at spring recess, and at the end of the school year.

DEVELOPING PUBLIC RELATIONS

Because of its importance in recruiting participants from schools and the community at large, a formal public relations effort should be developed as soon as possible. This effort should usually be initiated concurrently with the "assessment of attitudes" and "securing of endorsements" procedures described earlier.

The establishment and funding of the program should be announced immediately after the program is approved and a coordinator is selected. This announcement should be made in the form of a news release which thoroughly explains the nature of the program and what it intends to accomplish. The news release should be written in the style of a straight, factual news story. It should be sent to all nearby school and community media, along with a cover letter inviting reporters to call or visit if they have any questions. Any reporter who shows a favorable interest in the program should be encouraged to do a follow-up feature story at a later time.

The program should continue and expand other public relations efforts, such as guest appearances by program staff members and senior aides before community groups. A program newsletter and a directory of participating senior citizens may also be initiated at this time.

ORIENTING STAFF MEMBERS

Teachers and administrators in program schools should be thoroughly oriented to the operational requirements of the program as soon as it begins. An orientation workshop is probably the best format for this task.

The orientation workshop should open with a general overview of the student needs and learning objectives that are addressed by this kind of program. It should then focus on personnel roles, program policies, and operational procedures. None of these is likely to be defined in extensive detail at this stage, but some basic guidelines can be formulated and set into written drafts that will be refined as program participants gain experience with their own unique management tasks and problems.

This adopter's guide, or information extracted from it, should serve as a useful aid to the orientation workshop. In addition, the SAVE coordinator (or secretary) at the Tigard School District office may be contacted for further assistance.

ORIENTING AND TRAINING SENIOR AIDES

Senior aides should receive training of sufficient scope and duration to prepare them to fill their instructional roles with elementary students according to the program model.

During its third operational year, the Tigard project scheduled three workshops to orient and train senior aides. Two of these were held during the summer for two weeks of half-day sessions. The other met during the fall for one week of half-day sessions.

At these sessions, which were conducted by project staff (the project coordinator, outside consultants, and school coordinators on extended contracts), volunteers were given a general overview of the student needs and learning objectives that a senior aide program is designed to address, and they were also oriented to personnel roles, program policies, and operational procedures. After volunteers had gained a basic understanding of program structure, they were introduced to the adopted text books and teaching aids that would be available to them through their individual schools and through the project's materials repository. In addition, they were instructed in teaching techniques, use of program instructional materials, and counseling. Subject areas included reading, mathematics, elementary science, and mini-course teaching methods.

Upon satisfactory completion of the training workshops, volunteer aides gained tutorial experience by assisting in the remainder of the district's summer school program. They worked with students of the same age they would be instructing during the regular school year.

During its fourth operational year, the Tigard project shortened its orientation workshops for senior aides to two consecutive morning sessions, held after the start of the school year. While the emphasis of these workshops was much the same as in previous years, project staff felt they could rely more heavily on experienced teachers to train aides right in the classrooms. Also, an aide "buddy system" was developed to allow experienced volunteers to train new volunteers after the program had begun.

SELECTING STUDENT PARTICIPANTS

Selection of students for the senior aide program should be the responsibility of each participating classroom teacher. Teachers should nominate those students whom they feel are most likely to benefit from a senior aide's help. Selection should be based on student's demonstrated needs as determined by diagnostic, criterion-referenced pre-testing in each of the three program instructional areas, and on any other pertinent information a teacher may have about a student's needs. In the Tigard district, the majority of students selected were classified as "slow learners," although "average" and "advanced" students also participated in the project.

All elementary students in the classroom, regardless of pre-test data, should be given the opportunity to participate in one or more program mini-courses (see page 43 for a description of mini-course content).

CONDUCTING THE MAIN WORK OF THE PROGRAM

Once volunteers have been trained and student participants have been identified, volunteers should be given the opportunity to choose the age level of students they wish to instruct and the subject areas in which they will work. Volunteers should then be assigned to school buildings by the program coordinator, and to individual classroom teachers by the school coordinator, according to the interests they have expressed.

Program operations within the classroom setting should approximate the following sequential order:

1. A student's needs in a given subject area should be assessed by means of a diagnostic pretest, and by teacher judgment. The Tigard district relied upon the Criterion Reading Test by Random House to assess students' reading skills. It developed its own testing instrument for mathematics. No instrument was developed for the science component.

2. Based on diagnostic test information and teacher judgment, an "academic prescription" should then be

designed for each child. This prescription should focus specifically upon objectives to be realized, materials to be used, and procedures to be employed.

3. Senior aides and teachers should confer on the best ways to help the child fulfill the academic prescription. The volunteers should then work individually with the child (or with small groups of children). Teachers and their assigned aides should meet at least twice a month to discuss student progress in the program.

Also, senior aides should keep a daily record of student progress for each day of program operation. (See Appendix C for sample student progress sheet.) These forms should be turned in to the school coordinator as they are completed.

4. The program model should be followed at least 50 percent of the time the aides are in the classroom. During this time, senior citizens will, in effect, be functioning as tutors rather than as teacher aides. When the program model is not in use, aides can assist the teacher with regular classroom activities such as music and art, and can make themselves available to students individually.

5. The amount of time a volunteer spends in the classroom will vary with the individual. Ninety-two percent of the Tigard district aides spent an average of four or less hours per week in project schools. Participating teachers should try to accommodate program hours to fit volunteer's schedules. For insurance and process evaluation purposes, volunteers should keep a record of the number of weekly hours they spend in program activities, and they should turn these records in to the school coordinator on a monthly basis. (See Appendix D for sample Volunteer Hours Form).

6. Near the end of the year of program operation, a post test should be administered to assess student performance gains as a result of program participation.

7. Near the end of the year of program operation, student attitudes about the program should be assessed. (See Appendix E for the attitudinal interview given pilot project students.)

8. Near the end of the year of program operation, teachers should be asked to evaluate the senior aides assigned to their classrooms. (See Appendix F for sample evaluation form.)

The Instructional Model

In the following programs developed by pilot project staff, volunteers may work with selected students in the classroom, in the school library, or in some other available room within the school building. In any case, the classroom teacher should be available to assist the volunteer, if necessary. At times, the scheduled activity may take participants outdoors or away from the school grounds.

Generally, senior aides will meet with students on an individual basis. However, the volunteer may wish to work with more than one child at a time.

The length of time a senior aide works with each child should be determined by the individual needs of the student. As soon as a student masters a specific skill, the volunteer may work with another child or may continue working with the same child but on a different skill. During the time scheduled for program activities, the volunteer may work with one child for 15 minutes, and then with another child for a similar period of time.

Under the guidance of a trained senior aide, the student should follow a linear step-by-step instructional sequence. This format should enable students to proceed through the program model independently so that each child can work at his own speed and readiness, regardless of the rate of his classmates.

Following are the areas of concentration for each of the program's three basic instructional components:

1. The reading program focuses on development

of such skills as word recognition, auditory discrimination, structural and phonetic analysis of words, reading comprehension, and vocabulary expansion. In this component, the student follows the linear instructional sequence through a series of consumable reading workbooks.

2. The mathematics program focuses on improving student skills in the fundamental areas of addition, subtraction, multiplication, division, fractions and decimals. Several kinds of teaching aids such as flash cards, bead frames, and magnetic number boards should be available through the program's materials repository.

3. The elementary science program emphasizes use of a wide variety of physical materials to encourage students to increase their basic competencies in the scientific skills of observation, classification, and measurement. This program model is aimed toward helping students gain a sound conceptual grasp of fundamental scientific principles.

Included in Appendix G are first some objectives (written as short subject headings) and then some sample pages from the pilot project's learning objectives workbooks for each of the three program areas. Potential adopters may find this information useful for constructing their own courses of instruction. If more detailed models are desired, adopters can obtain the complete SAVE learning objectives workbooks, at cost, from :

SAVE Project Coordinator
Tigard School District 23J
13137 S.W. Pacific Highway
Tigard, Oregon 97223.

Mini-courses

In pilot project terminology, a mini-course is a small group class on a particular vocational or avocational subject, and is taught exclusively by an experienced senior aide. Mini-courses are designed to stimulate student interest in hobby and career activities. Tigard project personnel introduced the mini-course in an attempt to involve more male senior citizens.

All elementary students in program classrooms should be told what mini-courses will be available to them during program operation and then asked to indicate their preferences. A mini-course may consist of one session on a particular topic, or may include many sessions over a period of weeks.

Appendix H contains a list of possible topics for mini-courses. Ultimately, however, subjects selected for mini-courses will depend on the various interests of the senior aides. Included in Appendix I are two mini-course outlines used by senior aides in the pilot project. These may suggest to adopters ways of structuring this component of the program.

VI.
EVALUATING THE PROGRAM

EVALUATION AIMS

Evaluation here should serve the same kinds of aims it does in most programs. It should measure the validity of the assumptions for the program, it should determine the degree to which program goals and objectives are achieved, and it should measure the effectiveness of operational tasks designed to achieve those objectives. Evaluation in these three areas will help planners and decision-makers determine whether the program is justified, whether it is accomplishing its stated goals and objectives, and whether its methods for accomplishing objectives are appropriate and efficient.

The program should employ both summative and formative evaluation procedures. Summative evaluation will focus on the terminal objectives of the program, primarily student gains. Primary responsibility for summative evaluation should be assigned to an impartial outside evaluator, if possible. However, it may be done by program personnel. Formative evaluation serves a management guidance function for developing the program by focusing on processes. Periodic assessment of accomplishments and methods are integral to formative evaluation. These activities often lead to adjustments in program methods or shifts in program emphasis.

SUMMATIVE EVALUATION

In order to measure the summative impact of the senior aide program on elementary students, adopters may use at least four general indexes:

1. Cognitive student gains
2. Students' attitudes about their program experience
3. The evaluation of classroom teachers
4. The evaluation of the senior aides.

Cognitive Student Gains

Perhaps the best way to assess cognitive student gains is to administer students pre-instructional and post-instructional tests based on the learning objectives of the senior aide program. If possible, both tests should be criterion-referenced so that specific student needs and need-reductions can be measured. Criterion-referencing allows the classroom teacher to use the program pre-test as a diagnostic tool as well as an evaluation tool. Specific student needs in particular areas are diagnosed and study activities are prescribed to meet those needs. The post test then measures the amount of need reduction that the student has experienced.

As was noted earlier, the Tigard project used the Random House Criterion Reading Test to assess student needs in language arts, and developed its own diagnostic instruments to assess student needs in mathematics. At the writing of this adopter's guide, no evaluation instruments for the science component of the program had been developed.

Inadequate record-keeping procedures in the pilot project rendered cognitive gains data incomplete and inconclusive. Therefore, the pilot project staff relied on teacher and senior aide assessments of student progress to measure cognitive student gains as a result of program participation.

Student Attitudes

A structured 10-item interview carried out by the project secretary, was used to measure the attitudes of Tigard elementary students who were helped regularly by senior aides during the school year (see Appendix E). Results of the interviews were encouraging to the project staff. For example, 93 percent of students interviewed said they felt their aides helped them "a lot;" 68 percent of the students said they would like to work with their volunteers more often; 67 percent of the students said they liked their aides "a lot," while the remaining 33 percent thought they were "okay."

When asked what they liked best about their aides, 33 percent of students answering said the best thing about the aide was that he or she was nice, and 39 percent of students answering said they liked the aide because he or she helped them. When asked what they liked least about their aides, 73 percent of students answering replied: "nothing." Only 9 percent of the students were negative in their reaction to their aides. These students said that the aides became angry with them or gave them too much work.

When asked what activities they liked to do best with their aides, 60 percent of the students said they liked to work on their math skills, and 23 percent said reading was their favorite activity.

When asked what activities they liked to do least with their aides, 57 percent of the students replied: "nothing." The remaining 43 percent specified various learning tasks, including reading, math, spelling, and flash cards. Tigard staff members feel that the students were responding in this case to the activities and not to the aides.

Teacher Evaluation of the Program

Adopting districts should measure the effects of the program upon its professional teaching personnel. An attitudinal questionnaire such as the one developed by the SAVE project (Appendix J) is an important tool for making adjustments in program operations.

All of the participating teachers in the Tigard district described the SAVE program as worthwhile, useful, and effective. Seventy-one percent of the teachers felt that all children responded to the volunteers' help, while 29 percent felt that some children responded. No teacher felt that the volunteers were wholly ineffective.

Three areas were identified by project teachers as most in need of improvement: 87 percent of the teachers felt they needed more planning time with volunteers; 61 percent felt that more instructional material was needed; and 48 percent said they felt the project needed more volunteer aides.

Senior Aide Evaluation of the Program

Adopters should find it useful to administer an attitudinal questionnaire to senior aides at the end of each semester. Such a questionnaire can become an important tool for correcting problem areas identified by senior citizen participants. (See Appendix K for Sample Volunteer Evaluation Report.)

Perhaps the most significant indicator of senior aide attitudes is the proportion of volunteers who re-enlist in the program for the following year. The Tigard district experienced virtually no aide losses during the three years of pilot project operation.

FORMATIVE EVALUATION

Evaluation of program progress through the accomplishment of management or process objectives (see page 22 through 28) should be a primary concern of the program coordinator. The coordinator and staff should meet often to review program progress in terms of such objectives. In these meetings, personnel should be concerned that objectives are accomplished on schedule, that they are accomplished at an acceptable performance level, and that the tasks and processes designed to accomplish them are effective. These formal staff review sessions should occur at least monthly. Of course, informal evaluation and adjustments will occur daily and weekly through monitoring of classroom activities.

The formative evaluation process will be greatly enhanced through the use of a reporting system designed to record progress and problems in accomplishing tasks. The program coordinator may request monthly or quarterly reports (in brief oral or written form) from school coordinators and classroom teachers. As an alternative means of gathering such information, the coordinator can meet informally with senior citizen aides at each of the program socials held during the school year. Such meetings can help identify operational problems and possible solutions. Senior aides often perceive problems that have a significant bearing on program operations and outcomes.

APPENDIX

Appendix A

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Appendix B

SENIOR AIDE INFORMATION SHEET

1. Name: ____________________

2. Address: ____________________

Zip Code: ____________ Phone: ____________

3. Occupation: ____________________

4. Interests or Hobbies: ____________________

____

5. Travel Experiences: ____________________

____

6. Time Available: A. During the year: ____________

B. During the week: ____________

C. During the day: ____________

7. Would you like transportation provided for you? ____________

8. Academic Area: Math ____________

Science ____________

Language Arts ____________

9. Would you like to work at a particular school? ____________

If so, which? ____________________

10. Comments ____________________

____

____

Appendix C

VOLUNTEER'S DAILY RECORD OF STUDENT PROGRESS

Student's Name ______________________ Date ______________

Classroom Teacher ____________________ Grade ______________

Volunteer's Name _____________________ School ______________

Subject: ____

Specific Skill: ____

____

Activity: (Games, Learning Packages, Materials Used)

____

____

____

Date: ______________________________________

Time Spent on Lesson: ______________________________________

Student has mastered this skill: ____________________________

Student needs more work on this skill: _______________________

COMMENTS: ____

____

____

Diagnostic Testing Results: _________________________________

Post Test Results: ____

Achievement Testing Outcomes: ______________________________

Appendix D

VOLUNTEER HOURS

Volunteer's Name ______________________________

Classroom Teacher(s) ______________________________

Grade(s) ______________ School ______________________

MONTH OF ______________

For each day of the month which you have worked, indicate in the columns below how your time was spent:

(1) Working with students on their objectives

(2) Working with students in mini courses

(3) Other classroom activities

(4) The total time spent in the school (1 + 2 + 3)

	MONDAY				TUESDAY				WEDNESDAY				THURSDAY				FRIDAY				
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
Week 1																					
Week 2																					
Week 3																					
Week 4																					
Week 5																					

Appendix E

STUDENT ATTITUDE INTERVIEW

1. I want you to think about how helpful your volunteer is to you. Which of these describe how helpful your volunteer is to you?
   a. a lot
   b. only a little
   c. doesn't help me at all
   d. confuses me

2. What do you like best about your volunteer aide?

3. What do you like least about your volunteer aide?

4. How often would you like to work with your volunteer?
   a. more often
   b. about the same
   c. less often

5. What activities do you like to do best with your volunteer?

6. What activities do you like to do least with your volunteer?

7. How do you feel about your volunteer?

I want you to think about people who are about the same age as your volunteer. How do you feel about people who are about the same age as your volunteer?

a. In general, I like them a lot
b. I think they're okay
c. In general, I don't like them

8. Does your volunteer remind you of anyone in your family? If yes, then---

   a. mother
   b. father
   c. grandmother
   d. grandfather
   e. aunt
   f. uncle
   g. no

9. Do you visit your grandparents? If yes, then---
   Once a:

   a. week
   b. month
   c. year
   d. not very often
   e. every day
   f. several times a year
   g. live with them
   h. no

10. Do your grandparents live nearby or far away?

   a. nearby
   b. far away
   c. deceased
   d. live with
   e. don't know

Appendix F

TEACHER'S EVALUATION OF VOLUNTEER

School ______________________________

Teacher's Name ______________________________

Volunteer's Name ______________________________

1. Has your volunteer helped to improve the reading, math or science skills of your student?

   Yes____ No____ Comment:

2. Do you feel that the climate for learning has been improved by the services of a volunteer?

   Yes____ No____ Comment:

3. Has there been any evidence of changes in your pupils as a result of having the services of a volunteer?

   Yes____ No____ Comment:

4. Does the volunteer have good rapport with the children?

   Yes____ No____ Comment:

5. Has your volunteer shown initiative in helping to plan for the child?

   Yes____ No____ Comment:

6. Should your volunteer be encouraged to continue in the program?

   Yes____ No____ Comment:

7. Please comment on any personal qualities which have been beneficial in working with the student. ______________________________

   ____

   ____

8. What suggestions do you have to improve the training or efficiency of the volunteer? ______________________________

____

____

9. COMMENTS: ______________________________

____

____

Appendix G

READING OBJECTIVES

I. Reading Readiness
   - A. Eye Coordination
   - B. Structural Elements
      - 1. Initial Consonants
      - 2. Vowels
   - C. Visual Discrimination
      - 1. Letter Recognition
      - 2. Differences
      - 3. Likenesses
      - 4. Upper and Lower Case Letters
   - D. Auditory Discrimination

II. Pre-Reader Vocabulary Development

III. Reading
   - A. Word Recognition
   - B. Auditory Discrimination
   - C. Rhyming
   - D. Structural Analysis
      - 1. Hyphenated Words
      - 2. Prefixes
      - 3. Suffixes
      - 4. Syllabication
      - 5. Alphabetizing
      - 6. Accent Marks
      - 7. Root Words
      - 8. Word Patterns
      - 9. Abbreviations
      - 10. Compound Words
      - 11. Contractions
      - 12. Possessives
      - 13. Verb Variants
      - 14. Singular to Plural
      - 15. Past Tense

E. Phonetic Analysis
   1. Consonants
   2. Consonant Variants
   3. Consonant Digraphs
   4. Consonant Blends
   5. Long & Short Vowels
   6. Vowel Dipthongs
   7. Vowel Digraphs
   8. Vowel Controllers

F. Comprehension
   1. Main Idea
   2. Organizing to Show Sequence
   3. Recalling Facts
   4. Reading for Detail
   5. Predicting Outcomes
   6. Parts of a Book
   7. Drawing Conclusions
   8. Inferences from Facts
   9. Recognizing Emotional Attitudes
   10. Distinguishing Between
   11. Oral Reading
   12. Following Directions
   13. Dictation
   14. Figurative Language
   15. Maps and Skills
   16. Context Clues
   17. Punctuation

G. Developing Vocabulary
   1. Homonyms
   2. Synonyms
   3. Heteronyms
   4. Antonyms
   5. Proper Nouns

II. Study Skills
   1. Use of Dictionary
   2. Use of Encyclopedia
   3. Use of Card Catalog

READING WORKBOOK--SAMPLE PAGE

Objective

A. Given a picture paragraph, or story the student will be able to identify the main idea or write a title.

1. Activities
    - a. Put an X in front of the sentence which best describes a picture.
    - b. After listening to a story, write a title that relates to the main idea.
    - c. Write title for a short paragraph.
    - d. Write the main idea of a paragraph.
    - e. State the main idea of a story shown in a series of pictures.
    - f. Puppet show
    - g. Diorama
    - h. T.V. show
    - i. Transparencies for overhead projector

Objective

B. Given a group of pictures depicting a familiar series of events in scrambled sequence, the student will arrange them in logical order.

1. Activities
    - a. Cut up comic strips from newspapers and arrange in order.
    - b. Pictures cut from readiness books.
    - c. Commercial puzzles
    - d. Draw series of events in a story - cut apart - exchange with someone else, and arrange in correct sequence.
    - e. Flannel board story

MATHEMATICS OBJECTIVES

- I. SETS
  - A. Identifying the empty set
  - B. Equivalent and non-equivalent sets
  - C. The union of sets
  - D. Equal sets
  - E. Sub-sets
  - F. The empty set (null set)
  - G. Number identification
  - H. Number names

- II. ADDITION
  - A. Addition of whole numbers
  - B. Addition of single-digit numbers
  - C. Addition of nonsingle-digit numbers
    - 1. without regrouping
    - 2. with regrouping

- III. SUBTRACTION
  - A. Subtraction of whole numbers
  - B. Subtraction of a one-digit number from a two-digit number
  - C. Subtraction of two-digit numbers
  - D. Subtraction of three- to six-digit numbers

- IV. MULTIPLICATION
  - A. Multiplication of whole numbers
  - B. Multiplication of single-digit numbers
  - C. Multiplication of nonsingle-digit numbers
    - 1. without regrouping
    - 2. with regrouping

- V. DIVISION
  - A. Division of whole numbers
  - B. Division of one-digit numbers by a one-digit number
    - 1. without a remainder
    - 2. with a remainder

- C. Division of a two-digit number by a one-digit number
    - 1. without a remainder
    - 2. with a remainder
- D. Division of a one-digit number into a three-, four-, or five-digit number
    - 1. without a remainder
    - 2. with a remainder
- E. Division of a three-, four-, or five-, digit number divisor 10 (or a multiple of 10)
    - 1. without a remainder
    - 2. with a remainder
- F. Division of a three-digit number into a three-, four-, five-, or six-digit number
    - 1. without a remainder
    - 2. with a remainder

VI. FRACTIONS

- A. Identification of fractions
- B. Addition of fractions
- C. Multiplication of fractions
- D. Division of fractions

VII. DECIMALS

- A. Conversion of decimals into fractions
- B. Addition of decimals
- C. Subtraction of decimals

MATH WORKBOOK--SAMPLE PAGE

A. Given two addends - 1 digit and 2 digit without regrouping, the student will name the sum.

1. Activities

   a. 4 + 14 = 18 5 + 14 = 19 6 + 13 = 19 7 + 12 = 19

   b. Flash Cards
   c. Fact sheets
   d. Fact Pacer
   e. Bead Frame
   f. Flannel Board
   g. Cuisenaire Rods
   h. Magnetic Number Board
   i. Tapes - Cassettes
   j. Records
   k. Perceptamatic
   l. Playing Cards
   m. Film Strips
   n. Film Loops
   o. Overlays - Overhead
   p. Abacus
   q. Computational Skills Kits
   r. Circuit Board

B. Given two addends of 2 digit numerals, the student will name the sum without regrouping.

1. Activities

   a. 24 + 14 = 38

   b. Fact Sheets
   c. Fact Pacer
   d. Bead Frame
   e. Cuisenaire Rods
   f. Magnetic Number Board
   g. Cassettes on addition
   h. Records on addition
   i. Perceptamatic
   j. Playing Cards
   k. Film Strips
   l. Overlays
   m. Circuit Board
   n. Computational Skills Kit
   o. Cross Number Puzzle (whole numbers)

SCIENCE OBJECTIVES

I. A-BLOCKS
  A. Classification
  B. Communication
  C. Inference
  D. Observation
  E. Prediction

II. COLOR CUBES
  A. Classification
  B. Inference
  C. Prediction
  D. Using Time/Space Relationships

III. CREATURE CARDS AND PEOPLE PIECES
  A. Classification
  B. Communication
  C. Inference
  D. Prediction
  E. Using Time/Space Relationships

IV. MIRROR CARDS AND TANGRAMS
  A. Inference
  B. Prediction
  C. Using Time/Space Relationships
  D. Added Activities for Mirror Cards

SCIENCE WORKBOOK--SAMPLE PAGE

I. Science

  A. Classifying

  B. Developing positive and negative rules for placing color cubes within intersecting loops.

II. Objectives

  A. Making the specified loop pattern the student will make positive rules for placement of color cubes in the loop spaces.

    1. Activities

      a. See color cube activity card 1.

      b. Use A.A.A.S. E - 1 Constructing and demonstrating the use of a classification system, based on an operational definition.

  B. Making the specified loop pattern, the student will make rules that state which color cubes cannot go in certain loop spaces.

    1. Activities

      a. See color cubes activity card 1.

      b. Use A.A.A.S. E - 1.

Appendix H

MINI-COURSE TOPICS

animal study
astronomy
badminton
balloon principles
balsa wood modeling
banjo playing
bee keeping
bike upkeep and repair
bowling
caligraphy
candle making
carpentry
cartooning
ceramics
checkers
chess
coin collecting
copper tooling
cribbage
croquet
decoupage
design
dog obedience
dominoes
drama
drawing
electrical gadgets
electricity
environmental activities
film making
fly casting
fly tying
folk dancing
fundamentals of baseball
gardening
golf
grafting
guitar playing
handball
hiking
horseshoes
Indian crafts
insect study
jewelry making
kite making and flying
knitting
landscaping
leather work
lettering and sign making
macrame
mineral and gem collection
model building
model trains
nature walk
outdoor cooking
painting
paper mache
patchwork
pet care
photography
piano
plant study
puppet making
rock collecting
rug hooking
sand casting
sculpture
sewing
sketching
small engine repair
soap box cars
stamp collecting
stitchery
stuffed animal making
tennis
tole painting
toy repair
wood carving

Appendix I

PETS

I. Careers: Veterinarian, trainer, groom, home career

II. Resources and Materials:
   a. Library books (i.e., Pets, Diary of a Snake Lover)
   b. Films from IED (see teacher)
   c. Filmstrips (see librarian)
   d. Pictures
   e. Magazines (i.e., Dog World, Cat Fancier)

III. Vocabulary: Animal names and related terms (i.e., veterinarian, iguana)

IV. Suggested Projects and Materials:
   a. Discuss personal pets and experiences
   b. Create a bulletin board
   c. Share visits from pets
   d. Have a veterinarian speak on the care and health of pets
   e. Discuss the loss of a pet (what to do, etc.)

V. Added activities or comments: ______________________________

____

____

____

SKETCHING AND DRAWING

I. Careers: Artist, Interior Decoration, Teacher, Home Career

II. Resources and Materials:
   a. Arts and Crafts Magazine
   b. Library books (i.e., How to Draw)
   c. Filmstrips (see librarian)
   d. Films from IED (see teacher)
   e. Art reproductions
   f. Biographies of great artists
   g. Paper
   h. Oil crayon
   i. Pencils, chalk, and charcoal

III. Suggested Projects and Experiences (innumerable):
   a. Discuss elements of simple sketch
   b. Do one line drawings (figure made without lifting your pencil)
   c. Discuss and do simple still life
   d. Discuss physical features dimension, scale, etc.
   e. Do a sketch of some physical feature
   f. Explore color
   g. Explore chalk
   h. Explore charcoal
   i. Explore oil crayon
   j. Have displays or bulletin boards of student work

IV. Added comments and activities: ____________________________

____

____

____

Appendix J

TEACHER ATTITUDINAL MEASURE

ITEM	N	% Strongly Disagree	% Mildly Disagree	% Mildly Agree	% Strongly Agree
1. The SAVE Project is a worthwhile program.					
2. I feel that students are gaining greater skills in subject matter because of the volunteer's help.					
3. The SAVE Project allows individualized instruction.					
4. Senior citizens should be in close contact with children.					
5. The principal at my school supports the SAVE Project.					
6. In general, I have adequate time to prepare with my volunteer aide.					

7. On the average, how many hours per week does the volunteer spend in the classroom? ____________.

8. How many children respond to the volunteer's help?

______ a. all

______ b. none

______ c. some

9. In the spaces below, mark with an (X) three areas where you think improvement is needed most in the SAVE Project.

1. ______ Volunteer training

9. In the spaces below, mark with an (X) three areas where you think improvement is needed most in the SAVE Project.

    1. ______ Volunteer training
    2. ______ Planning time with volunteers
    3. ______ Central office administrative support
    4. ______ Building administrative support
    5. ______ More instructional materials
    6. ______ More volunteer aides
    7. ______ Better student test information
    8. ______ Better teacher training to work with aides
    9. ______ Better parent-teacher communication
    10. ______ Other (please specify)
    11. ______ Other (please specify)

10. Mark with a check ( ) those words that in your opinion describe the SAVE Project. Check all words you think are applicable.

______ useful
______ expensive
______ innovative
______ harmful
______ inexpensive
______ effective
______ important
______ dull
______ stimulating
______ flexible

______ unimportant
______ necessary
______ inadequate
______ ineffective
______ unnecessary
______ rigid
______ traditional
______ adequate
______ helpful
______ useless

Appendix K

VOLUNTEER EVALUATION REPORT

I. Organization

A. Number of hours worked per week:

B. Description of assignment:

C. Were you placed according to your interests and abilities?

II. Instructional Program

A. What help did you give students?

B. What materials were used?

III. Improvement

A. Mention any ways you might have been more successful.

B. Any recommendations you might add for the future?